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THE  
ART of TEACHING  
IN  
SPORT.

ART OF TEACHING

FOR

TELLING



Printed and Sold by J. G. & Co. 15, Abchurch Lane, London, E.C. 4.

*Mary Chatfield*

THE  
K ART of TEACHING  
IN  
S P O R T;  
DESIGNED AS A  
PRELUDE to a SET of TOYS,  
FOR ENABLING  
LADIES to INSTILL the RUDIMENTS  
OF  
SPELLING READING, GRAMMAR, and ARITHMETIC,  
UNDER THE  
IDEA of AMUSEMENT.


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L O N D O N:

Printed and Sold by JOHN MARSHALL, at No. 4, ALDER-  
MARY CHURCH-YARD, in BOW-LANE; and No. 17, QUEEN-  
STREET, CHEAPSIDE.

ART OF THE ABORIGINAL

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T H E  
A R T of T E A C H I N G,  
I N  
S P O R T, &c.

**T**H E sports of children, should afford exercise, either to body or mind; should contribute to their improvement, either in health or knowledge.

The intelligent mother who walks abroad with her children, knows how to promote both at the same time.

A judicious mother, conscious that it is not less her duty to form the disposition and capacity, than the constitution of her offspring, catches innumerable occasions of instilling benevolence, of infusing ideas, which are lost (irretrievably lost!) by her, who *sends* her little ones to take their airings with a nursery maid. Nay, it were well, if this

B

negative

negative evil were the worst; many vulgar habits, many erroneous notions, many evil principles, arise from the single circumstance, of a lady neglecting to accompany her children, when they make their excursions beyond their play-ground; and not a few, from the omission of observing their sports at home.

In short, I view a mother as mistress of the revels among her little people; I say among, since she will find, that to engage, occasionally, in their plays, is the most effectual method of regulating their ideas and tempers.

In a large family, this sprightly office devolves upon the eldest daughter; and, if she acquit herself with propriety in this honourable department; if she be adroit at seconding the views of her mother; if she be watchful to relieve her parent from a part of that care, of which she has been, and still is, herself the object; if, with cheerful affection, she execute this most agreeable branch of the parental office; what rational man will not say to himself;

“This young lady is a good deputy-parent; when occasion requires it, she will fulfil the more serious maternal duties; the man who marries her, will find in her, a Mother to their children?”

In

In fact, there is no light in which a young woman appears more engagingly amiable, than as the friend and assistant of her mother; the guardian and instructor of her brothers and sisters.

I may have rambled in my manner of treating this subject, but I have not wandered from my intention, which is, to assume the privilege of an old woman, and advise young ones.

Of maternal duties, of maternal pleasures, I have the highest idea, (can one have too high?) I see young women, who wish to conduct themselves with the utmost propriety, fall into errors in matters seemingly small, (but nothing is a trifle, which relates to children) and I wish to point out a few of those errors, as they occur to me. I see the same young women languish to have their dear little ones advance in their studies, I see them repine at their slow progress, and I long to offer my assistance.

Age and experience, with a great degree of observation respecting children, may, perhaps, enable me to give a few useful hints; certainly affection leads me to wish to do it.

There can be no conceit in imagining myself qualified to teach the alphabet; and she who lays aside

*Milton, Gray, and Shakespeare*, to turn "abecedarian to the children of other people, will surely be entitled to the smiles of the dear little ones and their mothers.

Toys should tend to \*some useful purpose; otherwise, they produce habits of idleness; toys which are of little value, and easily replaced, are apt to be destroyed; this gives an habit of carelessness and extravagance; a new toy creates delight, but it is soon followed by satiety and indifference; hence arises fickleness, and a train of evil consequences.

Let the toys be such, as will serve to convey instruction, and the precious hours of childhood are improved to good purpose.

I have often thought that the ridicule, which is thrown upon poor *Cornelius Scriblerus*, for his endeavours

to instruct his children, is altogether unjust. The child may place

\* A wise man once observed, that the world was "full of toys for children."—In fact, the novelty of every thing around them, added to the vivacity of their own minds, supplies children with ample amusement; and I have always observed, that the children who have been happiest, and best amused, were precisely those who had no toys.



yours to "find out more pleasing methods of instruction, the better to induce his son *Martin* to be fond of learning," may have hindered many people from exerting themselves for so desirable a purpose.—But, leaving the wits to themselves, I will quote from an author who is serious, and who thinks with me;—can he be in an error?

"Cuts are the best method, that was ever invented to fix the volatility of childhood, by means of which you may, without leading children out of their sphere, convey them at pleasure into the ancient world, and into the several parts of the modern one."\*

To return to the alphabet.

Letters ought to be the most attractive toys; the study of them, the most sprightly play that can be invented. The first sounds of syllables should likewise be so acquired; this may be effected with ease, by mean of a set of † letters, which the child may place as he is directed; this amusement may pass under the

B 3

eye

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\* The opportunities of explanation are obvious; nor should the mere exercise of the child's memory be disregarded.

† They are placed in one of the long boxes, contained in the *spelling box*.



eye of a mother or an elder sister, as she sits at her work; and rather be allowed to the child as an indulgence, than required of him.

To fetch the letters from another table, will enliven the sport, and effectually prevent that languor, which is so apt to creep upon a child who remains long in one place.

The rudiments of language should not be taught in a book; a *dull* child, or a *giddy* child will be disgusted; first impressions are powerful and lasting; who would not wish her little one to conceive, from the first, an agreeable idea of books?

The child must be led to esteem it a privilege, when he is permitted to see the first reading lessons;\* the honour of looking in a book, is to be reserved for those who can already read with some degree of propriety.

The sum of all this, is, that *reading must not be a task—No! it must be a lively amusement.*

As the frequent recurrence of the same sound is expedient, the little pupil should be perfect in the use of one vowel, before he is allowed to play with another.

another. Let him amuse himself, in combining the same vowel with variety of consonants,

bat, cat, hat, &c.

An elder child may seek in *Dilworth's Spelling Book*, for monosyllables to supply subjects.

As soon as the little scholar can read a word of three letters *at sight*, he may be indulged, occasionally, with the first lessons, (consisting of an article, a noun, and a space, on which to place the cut,) they are designed to afford the most amusing sport; and ought to be shewn as a favour; the object produced from the box of nouns, in consequence of reading its name.—I say *in consequence*; not as a reward; we must not yet hear of tasks or rewards; the exercise itself is a pleasure; the time soon (too soon!) will come, when it will be necessary to form an habit of submitting to regular lessons. The yoke must soon be produced, yet let it be a wreath of flowers.\*

From the earliest infancy, a habit of ready obedience ought to be acquired; but let it not yet be exacted, where the acquisition of knowledge is concerned.

Who does not grieve to see a child brought forward at the expence of tears?

IF

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\* Virgil, Georgic III, 166.

If a book be used, it is policy to conceal from the little learner "all but the page prescribed;" this finesse keeps alive curiosity, it prevents satiety.

But I repeat again, books are not suited to infants, who cannot confine their eye to the *word*, to the *letter*, which *alone* you design they should see. The poor little innocents are confused, their progress is retarded, their minds are disgusted.

I could name various expedients for confining the eye of childhood, but moveable letters, or words,\* appear to me, to be the best calculated to do it; amongst other advantages, it is hoped, that their sprightliness may engage elder children to assist in teaching; little ones learn rapidly of other children.

Need I remark, that little people should be accustomed to speak every word with spirit? They should be admonished, to pronounce the first lessons with vivacity, as if they were asked,

"What is that?"

And answered,

"an afs. a cat. &c,"

The

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\* For the sake of variety, some few other schemes are included in the box.

The next lesson, should consist of three monosyllables, namely,

*Article, Adjective, an Noun.*

*a new Cap, &c.*

Which will likewise supply easy parsing lessons for your young grammarians. The sheets, No. XI. and XII. are designed for that purpose, as a continuation of the scheme begun at sheet VII. This easy method of rendering the distinction of the parts of speech very familiar to a child, will be continued in the *Grammar Box*, and in a set of parsing lessons, in which each word is so marked as to give no trouble to the teacher, nor even require any knowledge of grammar in the lady who examines her pupil.

It is presumed, that the design of the sheets No. VII, &c. as reading lessons, is obvious, namely, to place the cut on the blank opposite to its name, and so enliven the lesson.

The boxes are designed, to supply lessons, suited to the gradual progress of little folk, and a book is provided, to furnish them with a farther variety, as soon as they are advanced to the dignity of reading in a book. It consists of dialogues, in sentences so short, that a child can read them with ease; formed of such words,



words, as they already know at sight, on subjects with which they are familiar, and in which they are interested; they begin with lessons composed of monosyllables of three letters only, advancing gradually; they are printed in a good type, and enlivened with cuts; they have nothing more to recommend them; they are flimsy as their title;\* but they are merely designed *to catch flies*. To descend from metaphor, they are infantine prattle; such as I know to be peculiarly pleasing to children; I flatter myself, free from gross improprieties; otherwise, as much like what they would say themselves, as I could write; therefore, such as they will read with propriety, and delight.

An author, as eminent for his learning, as that benignity which led him to publish a volume, in which he condescendingly professes to write for youth, speaks thus on the subject:

“Children generally speak in short and separate sentences.

“Children are not often taught to read with the proper emphasis. Indeed where books are put before them that they do not understand, it is impossible they should.

“Let them, therefore, read nothing but what is level to their capacity.” And

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*Cobwebs to Catch Flies*, in two vols.



And again, "Special care should be taken to render their studies agreeable, to raise in them a love of knowledge, and by hints and questions occasionally thrown out, to teach them to wish for, and anticipate the information that is to be laid before them; by this means attention is engaged, and the memory prepared for receiving a deep and durable impression."

Commonly when children read, there is a languor and monotony in their voice, which indicates that it is a task, and a very dull one.

Attend to their prattle; listen when your girl imagines herself to be teaching her doll to read;—when she feigns to be visiting;—when she accosts her ideal guests;—observe with what propriety and vivacity every sentence is uttered!

Children even compose little narratives, which they relate with the utmost energy of expression.

When your child offers a request, it is in a tone of voice, which leaves you in no doubt of his precise meaning.

Children ask abundance of questions; their natural recitative seems to be peculiarly adapted to the purpose of inquiry. Yet how have I seen a poor child yawn over a long sentence, with an interrogation at the end! a sentence in which he was not interested.

How

How has his voice sunk with langour and fatigue!  
No sooner was the lesson finished, than, with the  
utmost briskness, he cries

“Now may I go?”

Children speak with propriety, with energy, their  
own feelings; shall I say their own sentiments?

Supply them then with phrases similar to their own,  
and they will delight in books.

It has been my aim, to afford to children innocent  
amusement.

There are hours of heat, of rain, of darkness, when  
even your boys must be in the house; there are hours  
when even the best of mothers must quit their child-  
ren; if my books only prevent too much conversation  
with those persons whose ideas you would not wish  
them to imbibe, I shall have rendered you some ser-  
vice. To repeat the words of another, who gives  
my sentiments

“I would as soon abandon the direction of the  
subterraneous parts of a palace to a mason’s labourer,  
as trust the first seven or eight years of a child to  
the government of a servant without education, and  
without view.”

—But it is time to explain the contents of my boxes.

THE

Now, has his voice sunk with languor and fatigue?  
No sooner was the lesson finished, than, with the  
same brilliancy, he cries  
"Now may I go?"

Children speak with propriety, with energy, their  
own feelings; shall I say their own sentiments?  
Supply them then with phrases familiar to their own  
and they will delight in books.  
It has been my aim, to afford to children innocent

# THE

entertainment.  
It is the hour of heat, of calm, of darkness, when  
even your boy is in the house; there are hours  
when he is alone, when he is with you, when he is  
with his friends, when he is with his playmates.  
I have tried to give him a book which he can  
read at any time, and which will give him  
entertainment, and which will give him  
instruction.

I would as soon abandon the region of the  
fantastical, as the region of the serious; I would  
as soon leave the child to the hands of a  
government of a distant, without education, and  
without view.  
But it is time to explain the contents of my boxes.

THE SPELLING BOX.

L E T T E R S.

THE use of the Spelling Box may be  
estimated as a means of teaching  
they are to bring children to the  
acquainted with the letters. But this may be  
effected more easily by the use of the  
Spelling Box than by any other means.



Let the Spelling Box be placed before  
him, and let him call it the box; as he requires a know-  
ledge of the letters, let him deposit them in his  
box, let him take them in the possession, and play  
with them with as much like, allow him to show them  
as his treasure, and by his industry and appli-  
cation, he will be able to read a letter, then he fore-  
tells that one day he will be able to read it, but this will  
easily happen.

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*The* SPELLING BOX

## L E T T E R S.

**T**HE use of the ROMAN ALPHABETS may be esteemed too obvious to need pointing out: they are to bring children (under the idea of sport) acquainted with the characters. But this may be effected more expeditiously by mean of proper management, than by suffering the child to have them at his own disposal.

Let the infant have the spare box placed before him,—let him call it *his own*; as he acquires a knowledge of the letters let him deposit them in his box,—let him have them in his possession, and play with them when he likes,—allow him to shew them as his treasure, acquired by his industry and application. If he should forget a letter, then he forfeits that one till he recognizes it; but this will rarely happen.



Children love property; the box will be often produced, its contents displayed;—"these letters," (the happy child will say) "are *my own!*"

The ITALIC ALPHABETS are designed to introduce little people early to the knowledge of those characters,—it is a pleasure to see a little darling advance rapidly.—They may be of farther use to enliven the sports.

"I have an A;—have you one in your box;—let me see it!—does it resemble mine?—what difference is there between them?"

## LONG BOX.

### Of SMALL LETTERS.

THIS set of letters will supply a variety of sports.

You spell syllables; little words; longer words, leaving a space between the syllables, to mark strongly the di-vi-si-on, which has many advantages. An elder child prints a sentence from a book, or from its own mind.

You select a set of letters which (properly arranged) form a word, and give them to the child in confusion, he to discover what the word is.

This

## TEACHING in SPORT.

This should be begun with very short words,—proceeding gradually.—*Pen à pen*, is the motto in teaching.

When the child is advanced, and the play is become familiar, teach him to separate his vowels; remind him that no syllable can be formed without one.—*ae lb*.

“Here could be *but* two syllables if there were more consonants—*b l e* often concludes a word”—thus assisted, he finds it is *able*.

“How many words will these four letters make?”  
*t m a e*

“Take *b d r a e*—now you think you shall find two syllables!—no such thing!—two vowels go together.” &c. &c.

You indulge the child so far as to allow him to endeavour at puzzling you,—what joy! what consultations about the letters!—need you doubt but he will learn to spell?

He will, perhaps, request leave to study a column of spelling, to increase his quickness at the play.

These sports will all come in turn by degrees, (and perhaps more may be contrived) they must

be suited carefully to the age and abilities of the little players; there must be no difficulties; no mortifications.

In teaching the alphabet, the separating of the letters has many advantages. In spelling, the division of the syllables gives a perfect idea of each separate sound.

The child may have one vowel and all the consonants to play with,—he may amuse himself in forming little words.

A mother may make these letters farther useful, if she will take the trouble to place a written letter at the back of each; it will be found convenient in searching for the letters which are wanted; and will very soon enable the child to read his mamma's hand;—who would not wish her little one to be capable of reading such stories as she may see occasion to write?

The vivacity of a youthful mother, surrounded by smiling prattlers; or a lively elder sister, will be able to render these sports as delightful to the charming little people, as they are wished to be by the contriver of them.

Present with children, I wish for the youth and  
beauty

beauty of a cherub, to attract their smiles. I almost envy the joy of a young lady who looks around on her

———"Smiling offspring,—sees by degrees  
The human blossom blow; and every day,  
Soft as it rolls along, shew some new charm."

But I too have my joys;—if it were not a pleasure to me to facilitate the progress of children, I should not engage in preparing this apparatus for them.—It is true, that I have the dear little babes of some particular friends more immediately in view; but my heart glows at the idea of smoothing the thorny paths of a thousand little innocents—of sparing the tears of helpless infants. But I am wandering from my purpose, which, was this—to hint, that a sprightly female must exert herself beyond what my diffidence will allow me to do;—she must (if she would be very successful) expatiate in a mirthful manner on the subject; and vary her frolics as occasion requires.

Displaying the alphabet she must say,

"Now, who would think it? These few letters make all the words which we meet with!—These six we call *vowels*;—there is nothing to be done without one of *them*;—e is a very busy gentleman;

he



he is the most active of them all—a is not much less busy," &c. &c. &c.

Then to an elder child shew *Swift's* Riddle,  
 "We are little airy creatures," &c.\*

Children may not begin to learn writing till they are six years old; and had better, with respect to their hand, not begin so early!—these letters will enable them to practise spelling long before they arrive at that age;—they will—but I meant only to give a few hints, and I am writing a volume.

## S C R E E N S.

A young child should see only the line, a very young one only the word which he is to read; ~~more~~ distracts, or at least, diverts his attention.

The

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\* "We are little airy creatures,  
 All of different voice and features;  
 One of us in glass is set,  
 One of us is found in jet;  
 T'other you may see in tin,  
 And the fourth a box within;  
 If the fifth you would pursue,  
 It can never run from you."



THE perforated SCREEN is designed to confine the child's eye to any letter, syllable, or word which you wish. The long opening will allow of a line being exhibited.

When these words which are provided are all acquired, or have lost the charm of novelty,\* then the Screen will be useful.—At any rate it supplies variety in the mode of teaching.

### SYLLABLES.

THE columns to be read downwards,

ba

ca

da

till the sounds become familiar.

The syllables are arranged in the manner which renders the acquisition of the sounds most easy to a child. The tables numbered, and the columns in each

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\* The *Imperial Spelling Book*, price 6d. affords a number of words, printed in a good type, and placed at a sufficient distance to allow of being exhibited distinctly through the screen.

each table marked with a figure, to intimate which are esteemed the easiest. So that a child may proceed gradually, and make an insensible progress.

In syllables of three letters, the same rule should be observed,

bla

cla

&c.

It may be made an amusement to lay syllables, or words from the reading tables, &c. which are provided in the Spelling Box, with the moveable letters. For which purpose, allow him a vowel and two consonants. —For instance, a and b and t—He makes bat. Then let him displace the initial and take c, and so on.

Then vary both consonants, and form man, pan, &c.

The person who presides must keep the player to such words in which the vowel has the same sound.

When the little learner is perfectly acquainted with all these sheets, then recourse may be had to the copious collection of monosyllables in *Dilworth's Spelling Book*; whence an elder child can dictate. First words

words of four letters; then of five, &c. &c. as the little pupil advances in his learning.

A child will soon be able to place the moveable letters, and spell such words as

blab, glad, &c.

under the inspection of a parent, who will direct the choice, and observe the pronunciation, &c.

The type in *Dilworth* is so exceedingly bad as to disgust, nay, distress and bewilder a very young child; but the amusement of placing the letters is very agreeable to little people; it is something which they do themselves; it keeps their minds at least in action, and may be so managed as to exercise their bodies.

### BLACK LETTERS.

THESE must not be produced too soon. It may be asked, "Why are they to be produced at all?" It is presumed, that parents would wish their children to be acquainted with every character, in which they may meet with their own language, and not close an *English* book, in a fit of disappointment, without recognising their mother tongue. I confess myself to have been near missing the pleasure of reading an *old* edition of

*Character*, from a disgust which I conceived to its appearance. It is true, the characters are growing daily out of use. Yet the Bible is still to be met with in some country parishes in black letter, and I have known a young Divine, who officiated occasionally in an obscure village, blush in the desk with apprehension, lest he should not be able to read the lessons correctly.

The mentioning of this circumstance, brings to my recollection an anecdote, which, though in itself trifling, may surely derive as much importance from the object of it, as if he were deceased. It may at least vie with the rail, which good Dr. *Johnson* has immortalized, by jumping over it. A very worthy man, as eminent for his learning as genius, being designed for the church, was to be early introduced to a familiarity with, and affection for the black letter; for this purpose, his father put into his hands the history of the Seven Champions; and he loves to recall the idea of his delight, as he sat astride upon a beam in a barn (whither he chose to retire) reading the wonders which are there recorded.

The addition of a *Greek* alphabet would be expedient. A child of six or seven years old would acquire the characters with ease. It should then be made



made a sport to write *English* in *Greek* letters—then to give words, so spelt, with the letters deranged, as a puzzle—then, in order to familiarise them to the ear as well as the eye, name the *Greek* characters in disorder, and let the boy discover what word they will make when properly arranged:—thus, instead of saying, “What word can you make with b d a and e?” ask with a *Beta*, &c. &c.

After this, the *Hebrew* characters might be acquired. Such sports would render the characters so familiar, that your son would not be deterred from the study of those languages by the uncouth appearance of their alphabets; but rather invited by the recollection of agreeable ideas.

### *The* CUBES *with* LETTERS.\*

THE child throws one of those which contains the consonants, and that on which the vowels are  
D placed

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\* They could not be supplied in ivory without considerable addition to the expence, on account of the stamp required. Cubes formed of wood, and alphabets to stick on them, are included in the box;—or tee-to-tums will answer the end; but they will be more expensive.

placed—he observes what letter falls uppermost, and spells the syllable which they form. Tee-to-rums answer the same, and are, perhaps, still sprightlier.

This play should not be allowed, till a child is tolerably well versed in the sound of the letters.

4 DE 60

placed—he observes what letter falls upon them, and  
 spells the syllable which they form. Tee-to-tums  
 answer the same, and are perhaps still lighter.  
 This play should not be allowed till a child is  
 tolerably well versed in the sound of the letters.

**T H E**

**GRAMMAR BOX.**

## THE GRAMMAR BOX

THE words which are contained in the Grammar Box will be found useful for many purposes, besides that of teaching the distinction of the parts of speech early to a child.

Some of these have already been introduced. Many more will occur to those ladies who make it their amusement to provide at the hour of their children.

THE GRAMMAR BOX



CHILDREN words perhaps exactly mean; that is, if they be the names of objects, or if they are acquainted; if otherwise, they may be the objects of inquiry; thus ideas are gained or improved.

Children of different intellects; it is a point gained, when the questions are directed to subjects which lead to the same conclusion.

The

THE GRAMMAR BOX



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*The* GRAMMAR BOX.

**T**HE words which are contained in the Grammar Box will be found useful for many purposes, beside that of rendering the distinction of the parts of speech easy to a child.

Some of these have already been intimated. Many more will occur to those ladies, who make it their amusement to preside at the sports of their children.

C U T S,

*With their NAMES at the BACK.*

CHILDREN at first read merely *words*; those words perhaps excite ideas; that is, if they be the names of objects with which they are acquainted; if otherwise, they may introduce occasions of inquiry; thus ideas are gained or improved.

Children ask questions incessantly; it is a point gained, when those questions are directed to subjects which lead to any useful information.\*

D 3

The

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\* Little people listen with avidity to accounts of the animals, implements, &c. which they see, &c. &c.

The expence has been a bar, or there should have been a great abundance of objects, engraved in the same neat manner as those which are contained in the Spelling, and Grammar Boxes, with a view to lead children to make such inquiries as might produce knowledge. Short accounts of them too might have been added, in very easy language, and referred to by figures, or alphabetically, or, &c. &c. There is a providential propensity in children, to attend eagerly to repeated descriptions of the manners, properties, or of the objects with which they meet; how is their curiosity raked, when they see prints of which you can give them no idea! How desirable, therefore, it is, to have cuts suited to them!—But let me rather explain what we have.

The single words which are contained in these boxes, are designed to improve children, under the idea of sport. A few of their uses I will set down, as they occur to me. A mother will discover more than I now recollect.

They may be read as an exercise.

What part of speech is this? The child answers, then turns the card to look. "Who finds a noun?" "There is one, see! there is a picture at the back!"

It

It is needless to remark, that a very young child can have little idea of any noun, but such as you can represent by a cut; and this will render the distinction familiar to him.

When he knows to distinguish a noun, then let him make use of the article. Then prefix what adjective he pleases. Then use a pronoun and verb. And perhaps it should be long before you attempt to explain any more.

In the mean time, the replacing of the other parts of speech, in their respective boxes, may give him some idea of their names. He will pant for permission to play with them, as his elder brothers do.

Older children may lay sentences, and parse them.

You may give sentences deranged.

Lay sentences, omitting a word, and require of the child, to discover what word is wanted.

Deal out nouns, and form conversations from the imagination.

Maternal affection will supply patience to pursue these methods. Batchelors would laugh, and try "Pshaw!"

We see people pass hours in cutting paper for children, to supply them with amusement for a few moments,

ments, and give them an habit of craving perpetually for something new.

You hear others talking actual nonsense to divert them. Why not rather take the pains to spur them on to an exertion of their abilities? Why not strive to excite in them, a readiness and quickness, which may be of use to them in future life? Of use, when the sports, which contributed to produce those desirable habits, are forgotten?

To the other uses of the words let me add,

That they may be made conducive to elegance in forming language.

An elder child may be told why such a sentence would have been more elegant, had the words been placed in such or such a manner, though the sense remain the same. But perhaps I ought to ask pardon for offering so many hints; and after all, a sprightly intelligent mother will discover abundance of uses, which do not immediately occur to me at this time.

To such mothers I aim at supplying the means of improving their little people.

To such mothers I offer my boxes with pleasure.

ADDRESS.



## ADDRESS to MOTHERS.

IT has been hinted to me, that young ladies, who are not yet accustomed to teaching, may be at a loss how to communicate to children the knowledge of Grammar in a playful manner; so that the box might not answer its purpose without a farther explanation how it ought to be played with. If, therefore, you will accept of prattle as it occurs; such with which, if I were present with your little people (and did not want assurance) I should amuse them, it is at your service; occasionally I shall offer to you a whisper in a note.

It will, perhaps, be said—"Can a mother need to be taught how to play with her child?"

I answer, a youthful mother may be glad of a hint how to improve her child in sporting with it:—and, perhaps, the contriver of these toys may be more ready than a stranger at the manner of playing with them.

Children may amuse themselves in laying sentences, with the moveable words, consisting first of  
article

article and noun; then of article, adjective, and noun;\*—then use the pronoun and verb; proceeding gradually as their knowledge increases;—with proper management the dear little creatures will advance rapidly.

The sport must be made as lively as possible; not continued too long; the first symptom of languor, or inattention, (even an averted eye) must be a hint to mamma to "have no more time to bestow upon play now."

I suppose some such conversations as the following to arise:

I.

MAMMA.

Now little people attend!—Those who would play with the Grammar Box must get by heart these few lines.

In *English* there are ten kinds of words, Article, Noun, Adjective, Pronoun, Verb, Participle, Adverb, Conjunction, Preposition, and Interjection."

We call them parts of speech, because every

word

---

\* Such lessons, in columns, are in the first part of the Scheme, namely, *Spelling Box*.

word which we use is one of those kinds.—Let little — prate as fast as she will, every word which she speaks is either Article, Noun, or Adjective, or some of the others.\*—I have all these kinds in my box; but you cannot yet play with them.—No person touches this box but by my leave.—When you are all very good, and I am quite at leisure, then I shall sometimes produce it; if you had it in your possession you could not play with the contents till you were taught how to do it. See! here are a number of small boxes contained in the great one, and every one is full.—Let us open one—O! it is full of little pictures! *that* is the box with which we will begin. These words are called Nouns; and thus we begin to play with them.

Here are columns ruled; we lay the Cut opposite to its name.†

an

---

\* This is as interesting to a child, as the discovery which was made to the hero of *Moliere's Bourgeois Gentilhomme*, who had talked in prose all his life without knowing it.

† Those columns are in the *Spelling Box*, No. VII, &c. They are designed to supply easy and lively reading lessons for very young children; and should be first used as parsing lessons, in order that the other two sets of cuts may retain their novelty.

an ass

a bed

Lay them nicely, and then read their names distinctly, shewing the pictures as you read them.

a Cat

a Dog

So! these are all nouns! but what is a noun? *that* you do not know!

A noun is the *name* of a person, place, or thing.\*

I know you long to play with these pretty pictures, so you may have this sheet; and when you have learned the line which explains the noun, and that which explains these little words which are placed before them, you will be able to play.

---

H.

MAMMA.

A noun, you say, is the name of a person, place, or thing. Let us think of some nouns before we open this box—I will tell you some.

*Susan,*

---

\* It appears to me to be expedient to reserve all farther remarks for elder children—*this* is for babies. For which reason all real explanation of the *article* is deferred.



# TEACHING in SPORT.

41

Susan, Ann, Mary, Mamma, Brother, Cousin, London,  
Bury, Garden, Book, Apple, Doll.

Now do you think of some; all things are nouns:  
—you are surrounded with nouns.

GIRL.

Box is a noun; and my frock is a noun, and your  
apron.

MAMMA.

Very well!—John, what is your drum?

JOHN.

I do not know, mamma—

MAMMA.

It is a noun; you see it, do you not?—Mary, what  
is basket?

GIRL.

A noun mamma; it is a thing.

MAMMA.

What is John?

GIRL.

A noun; for he is a person.

MAMMA.

And nursery?

E

GIRL

GIRL.

*Nursery* is a *place*; so it is a *noun*.

MAMMA.

When you are clever at this sport, you shall have the honour of replacing such words as you are acquainted with in their little boxes.

When you are expert at playing with the article and noun, then I shall produce another set of words, and open other boxes of nouns: my boxes are full of pretty \* cuts of nouns; we will play with a few of them, if you can all repeat the account.

---

### III.

MAMMA.

Now I think you know a noun readily, and I will read some words to you. Can you tell me which are nouns?

“ A new

---

\* There is no haste for attempting to give an idea of nouns which cannot be repeated by cuts; children are little affected except by what strikes their senses.

"A new Cap."

Which is the *noun*? Which is the *thing*?

"A good Boy."

Which is the *noun*? Which is the *person*?

You know that *a* is an article and *Cap* a noun;  
but what is *new*?

"A good Boy."

Look at this sheet for No. III.

"An adjective is a word that denotes the *quality*  
of any person, place, or thing."

*good* is an adjective; it tells me the *quality* of the  
boy.

"A white Frock."

*white* is an adjective; it tells the *colour*, and so on.  
But first learn that little piece by heart as you walk  
in the garden—and when you return, I will read to  
you sheet XI. of the *Spelling Box*, and see whether you  
can tell which are the adjectives. Then you will soon  
be able to play with the box of adjectives.

## IV.

## MAMMA.

"A pronoun is a word used instead of a noun, to avoid the too frequent repetition of the same word."

Thus I say,

*Mary* will soon work neatly, *she* takes pains.

*She* is the pronoun used instead of the word *Mary* again.

Mamma is very good, *she* teaches us. *She* and *us* are pronouns.

*John* is merry; *he* jumps, *he* laughs, and *he* chatters; you would not say *John* is merry; *John* jumps; *John* laughs, and *John* chatters. When you little ones have learned to distinguish the pronouns, we will take some out from the boxes to play with.\*

V. MAMMA.

---

\* For all farther particulars respecting pronouns see Grammar.



## V.

## MAMMA.

Now we can do nothing with these pronouns, without another set of words called verbs.

A verb is a word, &c. No. V.

MARY *works*.

JOHN *reads*.

Birds *sing*.

Kittens *play*,

Lambs *frisk*.

Children *learn*.

Whatever you *do* is a verb. To *be* is a verb.

The child *is* good.

Lambs *are* brisk.

The horse *is* wild.

I *am* happy.

A verb is a word that signifies the acting or being of a person, place, or thing.

Little people should be instigated to wish for the power of inflecting verbs,—and allowed to study some for that purpose.

In the box are terminations, to enable children who cannot write to amuse themselves in that way: and ruled columns to place them upon. The prattle, which is here offered, is designed as a hint to ladies, how they may render the acquisition of the first rudiments of grammar a sport to their children; it were impertinent to add more; neither should little folk be allowed to proceed too fast; the five parts of speech which are here named, are sufficient for them to be allowed to play with at present; and in them I should not advise any further distinction to be made, till the little people are perfect in their comprehension of the former parts; when they are so, it will be a pleasure to them to learn the modes and tenses of verbs; but it must be by very gentle degrees.

The modes and cases are likewise explained upon cards. The circumstance of children being able to study as they walk—and seeing no long succession of lessons to come (as they do in a book) is a great advantage.

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### POSTSCRIPT.

The Grammar Box may long retain its novelty, by a little art in the management.

A fresh supply of cuts will renew that charm, which is so strong a recommendation to young people. A new set of verbs would tend to enliven the sport. It is almost impracticable to have a greater variety at one time in the box, as the number would be a real inconvenience.

the first of the series of experiments was made on the 1st of June 1881. The object was to determine the effect of the temperature of the water on the rate of the reaction. The results were as follows:

At 10° C. the reaction was very slow. At 20° C. it was somewhat faster. At 30° C. it was still faster. At 40° C. it was very fast. At 50° C. it was almost instantaneous.

From these results it is evident that the rate of the reaction increases with the temperature of the water. This is in accordance with the general law that the rate of a chemical reaction increases with the temperature.

The next experiment was made on the 2nd of June 1881. The object was to determine the effect of the concentration of the solution on the rate of the reaction. The results were as follows:

At 10° C. the reaction was very slow. At 20° C. it was somewhat faster. At 30° C. it was still faster. At 40° C. it was very fast. At 50° C. it was almost instantaneous.

From these results it is evident that the rate of the reaction increases with the concentration of the solution. This is in accordance with the general law that the rate of a chemical reaction increases with the concentration of the reactants.

The next experiment was made on the 3rd of June 1881. The object was to determine the effect of the surface area of the solid on the rate of the reaction. The results were as follows:

At 10° C. the reaction was very slow. At 20° C. it was somewhat faster. At 30° C. it was still faster. At 40° C. it was very fast. At 50° C. it was almost instantaneous.

From these results it is evident that the rate of the reaction increases with the surface area of the solid. This is in accordance with the general law that the rate of a chemical reaction increases with the surface area of the solid reactant.

The next experiment was made on the 4th of June 1881. The object was to determine the effect of the nature of the solid on the rate of the reaction. The results were as follows:

At 10° C. the reaction was very slow. At 20° C. it was somewhat faster. At 30° C. it was still faster. At 40° C. it was very fast. At 50° C. it was almost instantaneous.

From these results it is evident that the rate of the reaction increases with the nature of the solid. This is in accordance with the general law that the rate of a chemical reaction increases with the nature of the solid reactant.



T H E

FIGURE BOX.

## THE FIGURE BOX.

ALPHABETIC is a very dull study to children,

and if the text and the line have side by side

columns, all is lost in an unmanageable one.

Consequently may lead a child to exert himself in learn-

ing to read, he loses his interest, which

he gains by knowing

about the letters.

Therefore, at first, the

to read the letters.

Consequently, the children

are not only

interested, but

they are

able to read

with a degree of per-

formance which

is often

the same

as that of

the children

who have

learned to

read by

the

method

of

the



---

*The FIGURE BOX.*

**A**RITHMETIC is a very dull study to children; and if the rod and the slate hang side by side, it cannot fail to be a disagreeable one.

Curiosity may lead a child to exert himself in learning to read, he sees a thousand pretty cuts, of which he pants to know the history. Mamma cannot be *always* at leisure to read to him; or attend to all his inquiries; he must therefore take pains to enable him to read the stories himself.

Curiosity is in children a passion; *eager, insatiable*; it is an appetite perpetually craving for food: Providence, which implanted in children such ardent curiosity, has likewise endued them with a degree of perseverance, which induces them to listen with complacency to a frequent repetition of the same narrative, till they are acquainted with every circumstance; thus it is easy to convey much information to their tender minds; it is easy to dispose them to take delight in learning.

Curiosity

Curiosity artfully managed, will lead children to receive with avidity all the knowledge which is suited to their age; and Arithmetic, as far as it is mechanical, (being merely an exercise of the memory) is perhaps peculiarly suited to childhood; but then the teaching of it must not be attempted in the usual serious manner; if it be, the boy when he is escaped to school, will forget all his *rules*, and remember nothing but the disgust which he has conceived to the very name of the science.

There are amusing books, calculated to excite application in children in learning to read; but for figures, what near prospect of pleasure appears as an incentive?

A boy is required to learn accounts; he drudges in obedience to his parents; gets with difficulty through the first rules of Arithmetic; and contracts an aversion to figures for life.

Authority may place a child in the path of learning; but pleasure only can entice him on; let us therefore endeavour to strew the entrance with flowers, which may induce him to proceed with alacrity.

Every attempt to instil an early delight in learning must be so contrived, as to interfere as little as possible with



with the love of motion; let the small degree of study which is necessary to enable a little one to engage in these sports, be performed during his morning walk, (I suppose his Mamma to be his companion) there must be some knowledge as a preparation for any play; even toys of the common kind require to be explained to children, who need information how they are to curry their wooden horses, or dress their dolls. We may as well make their toys and prattle turn to some account.

But I have already been so explicit, upon the expediency of rendering early studies an amusement, that it might be impertinent to add more. I merely meant here to explain my idea of the manner of using the Box, to which this is an appendage.

First, let me premise, that the Figure Box would be of little use in a *Nursery* strewed with the fragments of broken toys. Why have children any toys but such as tend to inform their minds? Cuts, chosen with these views, serve to lead them to a taste for natural history, to a knowledge of scripture, to every thing, in the hands of a judicious mother.—But to return to this, which I hope may prove an useful and agreeable toy.

The Box must be held sacred, the little people must not be allowed to touch it, nor to look in the book which contains the arcana.

The Box is to be produced occasionally, *as a favour*, and some of the sports indulged to the children, according to their progress. Ladies would do well to procure great abundance and variety of cuts, selected with care. The present set could then be distributed gradually, and replaced; thus the charm of novelty would long remain, and occasions of much instruction be introduced at a small expence.

## T A B L E S.

### I.

This, read horizontally, teaches an *addition* of equal numbers;—for instance, take the second line 2, 4, 6, 8, &c. it increases by *two*, 2 and 2 are 4, and 2 are 6, &c. The third line increases by *three*; and so of the rest.

Children should be led to request that they may study a line, or part of a line, (according to their age and abilities) and when perfect by rote, exemplify with beans or counters, &c.

II, *Is the second Addition Table,*—which teaches the addition of all numbers. Look out a number in the upper line, and that which you mean to add in the side, and where the squares meet is the answer. The little learner already knows the alternate figures; (viz. the equal numbers) and the rest must be studied, a portion at a time, as a preparation for sports. One of which may be, to ask the amount of any two numbers, concealing the square which contains the answer.

III, *Is a common Numeration Table.*

IV.

*Is a Place Table.*—With this the child may amuse himself in laying the moveable figures; unfolding the double (if occasion require it) to see how he is to read his numbers.—For instance, “What are figures in the *third* place?”—“Hundreds.”—“What, &c. &c. He answers, and then resolves himself with certainty whether he is right?

V,

*Is a Subtraction Table,*—to be used thus. Look out the figure which you are to deduct on the side, and that from which you would take it at the top, and

F 2

where

where the squares meet is the answer. This should be exemplified with counters, to enliven the sport. Or one may try it with counters, whilst another seeks in the table.

I,

Is a *Multiplication Table*,—used thus: look out your multiplicand at the top, and your multiplier on the side; and where the squares meet you will find the product.

## VI.

*Common Pence Tables.*

## THE SLIPS.

Are merely numeration tables for little people to play with, concealing a part, and exhibiting only so many figures as the little one can read.

For some of the tricks for elder children, a piece of slate paper and a pencil of French-chalk should be added, the using of a slate pencil gives a child an habit of bearing too hard, and injures his hand writing.

## P R I N T S.

An infant may see as many as it can count. They may be an article of commerce. A small one price,  
two



two counters; larger three; and so on; the price of each may be marked at the back. Or the little ones can count the amount with the moveable figures. The fund should be supposed to be inexhaustible, and may really be so; since a fresh supply can always be procured. Children ought always to count sensible objects. Addition should be learned by rote, just as other tables are, by studying a piece at a time; 2 and 2 are 4; and 2 are 6, &c.

A child is generally quick at acquiring any thing by rote, the necessity of making a progress to enable the little pupil to play with a new set of toys, it is hoped will be a powerful spur.

### FIGURES on SQUARES.

I. These are designed, to enable children to do little sums, although they cannot write.

II. To practise numeration with;—a child will imitate the table, by placing these moveable figures on No. IV. and comparing it with the table No. III. beginning with two places of figures, and advancing gradually.

III. To play with in this way;—Ask, “How  
F 3 many

many ways can you make 6? or &c.”—and exemplify with beans or counters, &c.

## C I P H E R S.

The eight ciphers are for the purpose of exemplifying the power of place, but they must not be produced too soon. They puzzle little children. Explain thus—“O set to the right (that is after the figure which it follows) seems to multiply the figure by ten. Ten units make ten, ten tens an hundred, ten hundreds a thousand, and so on.” A child should be ready at telling how many places of figures when there are hundreds? How many places of figures when there are thousands, &c.

Explain occasionally,

“Figures owe so much of their value to their place, that if you have but one place of figures, *that* figure is an *unit*, an *one*. If two places you have *tens*, so that by adding a cipher you see I make that one ten. By adding another cipher I make it an *hundred*, and so on. Thus you see that the figure becomes ten times the value it was, every time that I slip it to the left, and place a cipher after it.” This must be exemplified with a figure and the ciphers,  
upon

upon table the IVth. Or the slip with a figure and eight ciphers.

### TRICKS *with* FIGURES.

I. The whole amount of the square figures is 312, lay them in order, and count the amount. See what figure I have secreted?

II. The players take sixteen squares each.

See whose set amounts to most?

III. Lay the fifteen trick, as with cards.

4. 3. 8.

9. 5. 1.

2. 7. 6.

### ~~TRICKS *with* DICE~~

~~Throw them, count the amount. Or throw two of them, and deduct the lowest number from the other. Or throw them, and multiply the two figures together. Two may play thus: Throw in turn, and try who first gets 100? Always observe that the children play for nothing, and that no evil passions arise. The dice are cubes of wood, with figures on each side.~~

~~A pair with the figures as high as 6. A pair~~

~~with~~

with the figures from 6 to 12. Little ones should begin with the first pair.

## ~~TRICKS with CARDS.~~

### I.

Turn the cards. For instance, a five. Then an eight. A young child adds the number; 8 and 5 are 13. Or an older one subtracts the smaller number, 5 from 8, and there remain 3. Or a still older multiplies the two numbers together. Five times 8 are 40.

### II.

Take nine cards, viz. Ace, deuce, tray, &c. place them so as to make 15 eight ways.

.4 3. 8.

.9 5. 1.

.2 7. 6.

A lady may not chuse to take the trouble of discovering how they are to be placed—though she will contentedly drudge at 2 and 2, for the benefit of her children; so the order is shown. A child must be pretty well versed in figures before he will be able to discover how they are to be placed.

### III. The



## III.

The pack of cards is made up of tens, the whole amount of the pips of a pack (not counting the tenth cards) is 180. One player takes a card. The other is to discover what that card is, by missing the number of it. Thus—The player is requested to take a card below a ten; suppose he takes a four. I then miss four from 180, and have only to run the pack over again, to see *which* four is absent? Or if you count the cards as they pass in review before you, casting out every ten, and counting the units remaining over. For instance, thus: Suppose them to arise a nine, an eight; they make 17 (7 above 10) &c. Till you see what is wanted of the last ten. The odd six wants four. This requires a readiness in addition to do it well. For a young child, take cards whose pips amount to 100. For a very young one to the amount of 20 only, and that number composed of small cards.

*The* MERCHANT, or COMMERCE.

A merchant sold beans; he was of so suspicious a disposition, that he apprehended every person meant

to

to impose on him; he was never satisfied with telling his money or beans once or twice, but counted them several times, and in every possible manner. If he had twenty beans he would first count them thus, two and two are four, four and two are six, and so on by two at a time to twenty. Then he counted 3 and 3 are 6, and 3 are 9, and 3 are 12, and 3 are 15, and 3 are 18, and 2 are 20. Then 4 and 4 are 8, and so on to twenty. Then 5 and 5 are 10, and so on to twenty. Then 6 and 6, &c.

This sport should be enlivened by secreting a counter or bean, (occasionally)—the child to miss it—If he sold any of the beans he deducted the number, and then counted the remainder in various ways; thus, if he sold 4 there remained 16—then he counted 9 and 7 are 16—11 and 5 are 16, 10 and 6 are 16, 12 and 4 are 16—if he sold 5 there remained 15—then he counted 10 and 5 are 15, &c.

### TRICKS *for* ELDER CHILDREN.

*We will suppose a boy and girl to play—The boy says to his sister, "Think of a number below ten," (we will suppose the girl to think of eight.)*

Boy.

Boy. Think of a number.

GIRL. I have. *Eight.*

Boy. Double it.

GIRL. I have. *Sixteen.*

Boy. Add four to it.

GIRL. I have. *Twenty.*

Boy. Halve it.

GIRL. I have. *Ten.*

Boy. Throw away your first number, and there will remain 2.\*

### III.

Boy. Think of a number under ten, (*we will suppose the girl to think of nine.*)

GIRL. I have. *Nine.*

Boy. Triple it.

GIRL. I have. *Twenty-seven.*

Boy. Is it even or odd?

GIRL. Odd.

Boy. Then add one to it.

GIRL. I have. *Twenty-eight.*

Boy.

---

\* Namely, half the addition. This only obliges *one* player to be ready at figures. For instance, the girl who is to make the additions in her mind.

BOY. Halve it.

GIRL. I have. *Fourteen.*

BOY. Triple the half.

GIRL. I have. *Forty-two.*

BOY. Is it even or odd?

*(If it were odd, it would require to be made even, as before, by the addition of one.)*

GIRL. Even.

BOY. Halve it.

GIRL. I have. *Twenty-one.*

BOY. How many nines in the half?

GIRL. Two.

BOY. Then you thought of nine?

N. B. For each nine you count four, and for the addition (if any was required to make the number even previous to dividing it in half) you add one. For the second addition (if there had been a second) you would have added two.

### The PROCESS.

THINK of a number under ten—triple it, if odd add one—halve it—triple the half—if odd add one—halve it, how many nines?

### IV.

*Two players.*

*Who makes a given number first?*

*A makes*



*A* makes choice of a number.—*B* makes what addition he pleases—*A* adds again; and so on alternately, till one player gets the number. It is very easy to secure the number, but then the sport is at an end; if indeed the child should discover the method, it is a happy sign of attention and abilities;—but, as I said, the sport is over.

## V.

*The SLATE PUZZLE.*

*Who first gets 100?*

*A* makes a figure secretly, *B* guesses what it is; if *B* guesses wrong he must guess again, &c. &c. and so many times as *B* makes a wrong guess *A* sets down the figures which he guessed against him,—and when at last he happens to name the right figure, then *A* counts the amount of those which he has set down against him, and puts the sum to his own account, then gives the pencil to *B*, who does as he did before—and thus alternately, till one player gets 100.

## VI.

I foretel that the amount of a number which I write down shall be *so much*, with the addition of any number of rows which we agree to make: suppose we set down 2896?

G

You

	2896	
You set down	4327	
I add	5672	I take nine of each of
You set down	3810	your figures by my
I add	6189	addition.
	<hr/>	
	22894	
	<hr/>	

I should first foretel, that 2896, with the addition of four rows of figures, (two of which you shall make) shall amount to 22894.

*N. B.* The elder child is to be taught to foretel this by adding twice 9, &c. in his mind.

## M U L T I P L I C A T I O N.

• seems to signify—*ty*; when you multiply by ten the product is the figure which you multiply and *ty* — thus, —2—ce ten twenty, or twainity; 3—ce ten thirty, or threety.

Proving sums in multiplication, by casting out the nines, amuses a child; when you multiply by nine, and set down the amount, the figures always make nine; thus—2—ce 9 are 18; 1 and 8 are 9; 3—ce 9 are 27; 2 and 7 are 9; try them all—and as 9 is  
left

less than ten, your tens will be one *below* the figure which you multiply by nine. Calling upon children to observe these things (as they grow capable of doing it) is of use, as it amuses them, and makes impression, besides producing a habit of observation.\*

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\* The sack of beans are for the purpose of supplying the mean of playing at Commerce; but quadrille fish would be more convenient, and perhaps more pleasing; and a small basket might be added to put them in.

They and the purse of counters should be shewn as a treasure, kept in reserve for future amusement, when the little person is able to play at Commerce.

THE END.

4 DE60



2